
**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Ms. Barbara A. Neilly
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Connors Emerson School
(As it should appear in the official records)

School Mailing Address 11 Eagle Lake Road
(If address is P.O. Box, also include street address)

Bar Harbor Maine 04609-1001
City State Zip Code+4 (9 digits total)

Tel. (207) 288-3631 Fax (207) 288-3597

Website/URL www.emerson.u98.k12.me.us E-mail bneilly@u98.k12.me.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Howard Colter
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Union #98 Tel. (207) 288-5040/ 5049

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Helen Caivano

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 0 Middle schools
 0 Junior high schools
 0 High schools
 0 Other (Briefly explain)
 1 TOTAL

2. District Per Pupil Expenditure: \$7,067
Average State Per Pupil Expenditure: \$5,564

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural
4. 13 Number of years the principal has been in her/his position at this school.
N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	26	21	47	7	36	20	56
1	19	26	45	8	37	30	65
2	23	21	44	9			
3	19	21	40	10			
4	15	28	43	11			
5	26	27	53	12			
6	21	22	43	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							438

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>95.4</u> | % White |
| <u>1.4</u> | % Black or African American |
| <u>.2</u> | % Hispanic or Latino |
| <u>2.5</u> | % Asian/Pacific Islander |
| <u>.5</u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 9.75 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	18
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	43
(4)	Total number of students in the school as of October 1	441
(5)	Subtotal in row (3) divided by total in row (4)	.0975
(6)	Amount in row (5) multiplied by 100	9.75

8. Limited English Proficient students in the school: 1.6 %
7 Total Number Limited English Proficient

Number of languages represented: 4

Specify languages: Arabic Korean Russian Thai

9. Students eligible for free/reduced-priced meals: 16 %

70 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14.6 %
64 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 0 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 6 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 18 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 28 </u> Speech or Language Impairment
<u> 1 </u> Mental Retardation	<u> 1 </u> Traumatic Brain Injury
<u> 10 </u> Multiple Disabilities	<u> 0 </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> 0 </u>
Classroom teachers	<u> 26 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 18 </u>	<u> .6 </u>
Paraprofessionals	<u> 13 </u>	<u> </u>
Support staff	<u> 10 </u>	<u> </u>
Total number	<u> 69 </u>	<u> .6 </u>

12. Average school student-“classroom teacher” ratio: 16.8
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	93%	94%	97%	94.6%	95.2%
Daily teacher attendance	95.4%	92.3%	91.1%	94.7%	93.5%
Teacher turnover rate	6.8%	13.6%	18%	4.5%	9.3%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III - SUMMARY

With an enrollment of 438 students in grades K-8, the Conners-Emerson School is located in the town of Bar Harbor, on Mount Desert Island off the coast of Maine. The year-round population of 5,000 swells to 20,000 during the summer. Bar Harbor is home to the Jackson Laboratory, a renowned genetic science lab, and the College of the Atlantic, a liberal arts college of human ecology.

Our economy is primarily based on the tourist industry, which employs the majority of parents as skilled or semi-skilled workers. Parents are also employed as professionals in the fields of education, health care and scientific research. Distinct cultural differences stem from the wide range of socio-economic backgrounds and family traditions that exist on the island.

We have a history of local support for education; 95 percent of the funding for schools comes from local taxes. To keep the 50-year-old building up to date, our school has had several additions and renovations, providing students with a modern, well-equipped facility.

Our school has a history of involvement in innovative grants and practices including:

- National Science Foundation “*Beacon School Grant*”, 1991. The focus of this five-year grant was to improve math and science instruction and curriculum.
- Maine Learning Technology Initiative (MLTI) 2000. We were one of nine pilot schools in the state. Currently, all seventh and eighth graders in the state of Maine have laptops which have become an integral part of their instruction and curriculum.
- Reading Recovery program since 1993, with a resident Teacher Leader housed in the school.
- University of Maine, Center for Community Inclusion “*Standards for All Model*”, 2000-2003. We were one of two schools in the state to receive this federal grant.
- Maine Educational Assessment online Beta School Site 2003.
- Strong NASA connections 1997- present. NASA scientists routinely visit and present at our school.
- “*Journeys for Change*”, We participated in the development of the Maine State Learning Results from 1995-97.

We value small class size and a well-qualified staff. Many of our classes have fewer than fourteen students. Forty-three percent of our faculty have advanced degrees or are certified as Master Level Teachers. Moreover, many of our educational technicians have four-year college degrees or teacher certification.

Our mission states: “The educational community of the Conners-Emerson School encourages lifelong learning by providing an environment of academic excellence in which students may reach their fullest potential physically, socially, emotionally, and intellectually. Students and teachers shall become actively involved in meaningful and exciting learning activities which include and promote global awareness, personal and social responsibility, problem solving, risk taking, cooperation and compassion.”

We expect our students to leave the Conners- Emerson School as independent learners, confident in their abilities to participate in the wider communities in which they live.

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.**

The State of Maine uses the Maine Educational Assessment (MEA) at grades 4, 8 and 11 to measure the state's progress in achieving the challenging academic expectations adopted in 1997 by the Maine Legislature as part of the Maine Learning Results. Our results on the Maine Educational Assessment at Grades 4 and 8 have been consistent over the past three years. At both Grades 4 and 8 our students routinely score above the state average in meeting or exceeding the standards in language arts and mathematics. The 2000-2003, three year average of MEA results show our eighth grade placing in the top 4% in literacy and the top 3% in mathematics of schools in our state. Our meets and exceeds scores show a large increase over the three years reported (2000-2003), while the state average in reading and math performance went down.

Conversely, we have a smaller number of students not meeting the standards as compared to the state average. Further review shows a pattern of progress, grade 8 scores are always higher than grade 4 in meeting or exceeding the standards. Our program pays off as students continue through the grade levels. Additionally, students who attend the Conners-Emerson School for at least four years outscore those who have attended our school for less than four years.

This past year our special needs students, who were unable to participate in the MEA, were assessed using the Personalized Alternate Assessment Portfolio (PAAP). Out of six students assessed in reading using this method, all six were shown to be proficient at their level, reinforcing our district mission of *"Optimal Learning for All"*.

This school year, we are piloting the Northwest Evaluation Association assessment (NWEA) in grades 2-8 in the areas of language arts and mathematics. Our results further support the pattern of progress seen with the state MEA scores. In comparing scores, we took last years 8th graders and this years 5th graders to match with those students with whom we have MEA data. This years 5th graders scored at or above the national norm with this assessment. In particular the 5th grade reading scores were 5 points above the national norm. Our 8th grade group showed gains in all areas of reading, language usage and math. On average, our 8th graders were 7 points above the national norm in all three content areas. Furthermore, typical growth for a student between these grade spans is 14 points on average. Our students showed a 21 point on average gain in their scores.

With two assessments showing similar results of continuous growth, we are confident that our K-8 programming is continually challenging students to reach to higher levels of performance. In addition, both measures provide us with specific data which allows the school to make adjustments to the curriculum and student programming.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Our school structure and culture support and encourage the analysis of assessment data to improve student performance and teachers' instructional practices. The staff routinely evaluates local, state and national assessment data. Our local assessments include Fall and Spring Writing Prompts, the Diagnostic Reading Assessment (DRA) and , locally developed grade level math inventories. All students are assessed and evaluated by teams of teachers.

The MEA (Maine Educational Assessment) and NWEA (Northwest Evaluation Assessment) results in conjunction with local assessment pieces are reviewed through grade level and content level meetings. Our school establishes three or more common studies each year. Common studies are opportunities for staff to work for a half day during the school day. During these meetings, teachers review results and align the curriculum/ instruction accordingly. In addition, our grade level teams have two common planning periods per week which supports on going communication, planning and goal setting.

While we are accountable to our local community for maintaining high standards and scores, our goal is to use assessment data to help each individual child reach his/her potential each and every year. We are committed to truly leaving no child behind and strive to do this through multiple measures of analysis and interpretation of pertinent assessment data.

2. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Our school strives to ensure that “all students have the opportunity to experience excellence and to pursue a challenging program which holds them to a high set of standards in order to build a solid base of knowledge and skills to meet individual student learning needs.” We use technology to advance this mission. Technology is not viewed as a separate curriculum, but rather it is embedded in all curriculum areas. This strengthens not only the content area, but allows skills in technology to become second nature. These students will use technology as a native language rather than as a second language.

Students begin to use technology in grade 1 and continue to build on their skills throughout their elementary school years. As students progress, technology is increasingly integrated and project based. Grade 5 and 6 students use computer labs and laptops extensively for writing, research and publication. In grades 7-8, where there is one-to-one access, computers become one of the main sources of information, as well as a tool to support communication, collaboration and attainment of the Maine Learning Results.

Technology not only engages students but it empowers teachers in their pursuit to reach each student with powerful, differentiated learning opportunities. The use of technology across the content areas and grade levels offers not only socio-economic equity but cognitive equity as well.

4. Describe in one-half page how the school will share its successes with other schools.

Our school has a history of sharing our successes with other schools throughout the state of Maine and the New England region. As a staff, we are experienced with having visitors in our classrooms and schools. We also have demonstrated our willingness to spend time being interviewed and acting as mentors. The Beacon School Grant, The Maine Learning Technology Initiative and Standards for All – inclusion grant have given us experience with the following means of sharing:

- Host school and individual visitations
- Maintain a web presence
- Willingness to travel and consult
- Email/ Chat groups
- Regional partnership presentations (Downeast Educational Partnership)
- Workshops/ Seminars
- Content leaders for the Maine Learning Technology Institute
- Regional and state wide committees
- Present regional and state level conferences such as NELMS, \
- University symposiums- Technology Institute Summer Content Area
- Regional and State level curriculum steering committees
- College of the Atlantic Educational Studies Partnership-
- Mentor student teachers from local colleges and universities
- Teacher Resource Library

PART V – CURRICULUM AND INSTRUCTION

The school's curriculum is based on the State of Maine's Learning Results (approved by the Maine State Legislature, 1997). As a school union, we were one of the first school districts to work with the Maine Department of Education in developing what eventually would become the Maine Learning Results. The Guiding Principles state that students will be:

1. ***A CLEAR AND EFFECTIVE COMMUNICATOR***
2. ***A SELF-DIRECTED AND LIFE-LONG LEARNER***
3. ***A CREATIVE AND PRACTICAL PROBLEM SOLVER***
4. ***A RESPONSIBLE AND INVOLVED CITIZEN***
5. ***A COLLABORATIVE AND QUALITY WORKER***
6. ***AN INTEGRATIVE AND INFORMED THINKER***

The *Learning Results* express what students *should know* and *be able to do* at various checkpoints during their education. Given this direction, Union #98 and Conners-Emerson School core curriculum includes:

Reading: The curriculum is literature based. Students use the skills and strategies of the reading process to comprehend, interpret, evaluate and appreciate what they have read. Components include: read aloud, shared reading, guided reading, lit circles, independent reading and sound/word development.

Writing: Students will demonstrate the ability to use the skills and strategies of the writing process. Students will write and speak correctly, using conventions of standard written and spoken English. This is accomplished through writer's workshop techniques, including mini-lessons.

Mathematics: The key components to our math curriculum include: numbers and number sense, computation, data analysis/statistics, probability, geometry, measurement, patterns/ relations/functions, algebra concepts, discrete math, mathematical reasoning and communication. Each of these strands is covered in each grade along a continuum of acquisition of skills.

Science: The curriculum encompasses the subject matter of life, physical, earth and space science. In addition, essential skills such as inquiry and problem solving, scientific reasoning and communication are embedded into the curriculum. In the primary grades students are exposed to hands-on science kits, in the middle school, students work in lab situations including the school's outside living laboratory.

Social Studies: Students are actively engaged in inquiry, research, debate, and in-depth learning. The goal is for students to be contributing participants in a democratic society. The strands covered for each region of the world studied include: Civics/Government, History, Geography, and Economics.

Visual Art: The art curriculum is experiential in nature. The focus is for students to create as a means of expressing ideas and feelings. Students gain an understanding of the cultural contributions of artists and regions of the world. Their study leads to recognizing exemplary works, while exploring creative expression and cultural heritage, through reflection, problem solving, analyzing, synthesizing and evaluating.

Foreign Language: Students will be able to communicate both in the oral and written domain of a second language. Emphasis will be placed on dialogue and fluency. Students study language and culture in an integrated fashion. The end result leads to students being able to use grammar, vocabulary and content skills to communicate successfully in a global society.

2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Our approach to reading instruction arises out of a belief that learners need a balanced approach to reading, and has been greatly influenced by the professional development we've shared as a learning community. Our reading curriculum's foundation is on sound and word development. The literacy block at the elementary level is scheduled for an uninterrupted period of 120 minutes. During this time students receive instruction in both reading and writing.

The Conners-Emerson School classroom teachers teach reading primarily through a literature based reading program. The primary grades teach strategic problem solving during guided reading, with leveled texts taught at the instructional level of the students. These books weave around a core of high frequency words. This dovetails into picture books and novels taught within thematic units, as the readers progress into the older grades. All grades use shared reading and read-alouds to round out their guided practice.

The literature is supplemented by the following skills work: phonemic awareness, alphabetics and phonics instruction (word-work), fluency instruction, and the teaching of vocabulary. Comprehension is primarily taught through the literature with response journals, critical writing, discussion and literature circles. The reciprocity between reading and writing is emphasized across the grades. The classrooms are supported by *Open Court Reading*, from SRA/McGraw-Hill, which is a research-based program.

In addition, children with special needs may receive more systematic instruction through programs such as "Reading Recovery", "Soar to Success", Great Leaps", the "Wilson Program", or "Lindamood".

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Our school strives to ensure that "all students have the opportunity to experience excellence and to pursue a challenging program which holds them to a high set of standards, in order to build a solid base of knowledge and skills to meet individual student learning needs." We use technology to advance this mission. Technology is not viewed as a separate curriculum, but rather it is embedded in all curriculum areas. This strengthens not only the content area, but allows skills in technology to become second nature. These students will use technology, as a native language rather than as a second language.

Students are exposed to technology beginning in grade1, with formal instruction which continues throughout their elementary school years. As students enter the middle school, technology is integrated and project based. The vision behind the Maine Learning Technology Initiative (MLTI) is, "to provide the tools and training necessary to ensure that Maine's students become the most technologically savvy students in the world." Laptops become a tool in 7th and 8th grade, it is one of their main sources of information to support the Maine Learning Results and our schools' curriculum.

An added benefit of technology has been the equity issue, not only socio-economically, but cognitively as well. The MLTI project has eliminated the digital divide by providing a laptop to each and every 7th and 8th grade student and teacher. All students are able to access the curriculum and resources. This allows for differentiated instruction, allowing more students to reach their full potential. These children require curriculum and instruction of such quality that it will challenge each individual to reach for a high level of achievement consistent with their ability.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

The focus during the past few years in the area of professional development for staff has been differentiated curriculum. In addition, we have worked with the Center for Community Inclusion as part of a federally funded grant over three years. These experiences have led to the development of a wide range of effective instructional methods used by teachers across the curriculum. Staff routinely examine how they are introducing units of study. They include a multi-modal approach, small and large group lessons, mini-lesson/ workshop approaches, centers, skill work and student goal setting to name a few.

The students and staff are supported by a strong special education department which assists classroom teachers in adapting and modifying their curriculum. The instruction and support for special needs students takes place primarily in the classroom. In addition, we have Gifted and Talented services for identified students. The GT coordinator works with all students in grades 1 and 2 in the area of Thinking Skills which introduce students to many different problem solving strategies.

Technology supports different modes of instruction for both students and staff for grades K-8. Students across the continuum can access materials and resources at their level in a meaningful way. Teachers are presenting instruction using power point, web searches and LCD projectors to name a few.

Our Title 1 services address student literacy issues in Grades K-8. Reading Recovery is offered in Grade 1. We routinely allow for flex grouping in math which addresses the needs of students at both ends of the spectrum. Students are receiving instruction at their level in a challenging meaningful way.

For all students who want to participate, we offer programs such as: the Learning Lab, an after-school support program for students in grades 3-8, Destination Imagination or Odyssey of the Mind opportunities, Math Counts and the Stock Market program.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Professional development is strongly supported financially at our school. We budget locally over \$40,000 per year for our staff. The money is used for coursework, regional, state and national conferences, guest speakers, mentors, locally supported college courses, common studies and instructional grants. Instructional Grants are proposed by a teacher or group of teachers to address identified curriculum issues for our school. These grants are completed during the summer with teachers being financially compensated. Upon completion of the grant, staff members share their findings and materials with their fellow staff.

Our teachers contract has 9 additional days beyond the student days to work on professional development needs. These days are both locally planned, as well as regionally planned. The focus tends to be on curriculum and instructional issues, with content offerings for specialists. We have been most fortunate to work with nationally recognized educators brought to our local area. This fall we spent a day with Anne Davies on assessment and Richard Silver on differentiated instruction. In addition, we have sent teams of teachers to work with Bruce Wellman and Carol Ann Tomlinson. Many of our staff have participated in Lucy Caulkins, Summer Writing Seminars at Columbia University.

Another type of professional development is our common study approach, in which teams of teachers come together by grade level or content level to review curriculum, instruction and student needs. Students benefit because as a school we strive for "optimal learning for all" which means we must remain current in the field of education, and communicate regularly with one another as we review curriculum and examine instructional practices

PART VII - ASSESSMENT RESULTS

Grade 4- Reading

Notes:

Mean scores of + or – 3 points is considered statistically significant. During the school year 2002-2003 Personalized Alternate Assessment Portfolios (PAAP) were introduced which resulted in higher number of students “excluded”. The students “excluded” participated in the PAAP assessment which was assessed by a team at the state level.

Exceeds the Standards (561-580) The quality of a student’s work at this level of proficiency exceeds the standards of performance as identified for Maine’s Learning Results.

Meets the Standards (541-560) The quality of the student’s work at this level of proficient meets the standards of performance as identified for Maine’s Learning Results.

Partially Meets the Standards (521-540) The quality of a student’s work at this level of proficiency partially meets the standards of performance as identified by Maine’s Learning Results.

Does Not Meet the Standards (5011-520) The quality of a student’s work at this level of proficiency does not meet the standards of performance as identified for Maine’s Learning Results.

Annual Yearly Progress Scores: (AYP) This measure is using socio-economic status (SES) as determined by whether or not students had internet access in their home as self reported on MEA student questionnaire. The figures are available for 2002-2003 only and in the areas of reading and math.

	2002- 2003	2001- 2002	2000- 2001
Testing month December (Gr. 4 Reading)			
SCHOOL SCORES			
School Mean Score	541	542	542
% Does Not Meet	11	7	10
% Partially Meets	33	32	27
% Meets	51	57	60
% Exceeds	4	5	2
Number of students tested	45	44	46
Percent of total students tested	92	96	96
Number of students excluded	4	2	2
Percent of students excluded	8	4	4
SUBGROUP SCORES (SES)			
Homes w/o Internet Access- % of students demonstrating proficiency	43	NA	NA
STATE SCORES			
State Mean Score	539	538	539
% Does Not Meet	11	10	8
% Partially Meets	40	42	43
% Meets	48	48	48
% Exceeds	1	1	1
SUBGROUP SCORES (SES)			
Homes w/o Internet Access- Performance Target %	34	NA	NA

	2002- 2003	2001- 2002	2000- 2001
Testing month December (Gr. 4 Writing)			
SCHOOL SCORES			
School Mean Score	531	532	531
% Does Not Meet	18	18	15
% Partially Meets	64	64	70
% Meets	18	16	15
% Exceeds	0	2	0
Number of students tested	46	44	46
Percent of total students tested	94	96	96
Number of students excluded	3	2	2
Percent of students excluded	6	4	4
SUBGROUP SCORES	NA	NA	NA
STATE SCORES			
State Mean Score	530	529	530
% Does Not Meet	15	23	22
% Partially Meets	73	63	67
% Meets	12	14	11
% Exceeds	0	<1	<1

Grade 4

	2002- 2003	2001- 2002	2000- 2001
Testing month March (Gr. 4 Math)			
SCHOOL SCORES			
School Mean Score	534	534	533
% Does Not Meet	18	16	15
% Partially Meets	57	43	61
% Meets	22	39	24
% Exceeds	1	2	0
Number of students tested	50	44	48
Percent of total students tested	100	98	94
Number of students excluded	0	1	3
Percent of students excluded	0	2	6
SUBGROUP SCORES (SES)			
Homes w/o Internet Access- % of students demonstrating proficiency	20	NA	NA
STATE SCORES			
State Mean Score	532	530	531
% Does Not Meet	28	29	28
% Partially Meets	43	49	68
% Meets	25	21	4
% Exceeds	3	2	<1
SUBGROUP SCORES (SES)			
Homes w/o Internet Access- Performance Target %	12	NA	NA

	2002- 2003	2001- 2002	2000- 2001
Testing month December (Gr. 8 Reading)			
SCHOOL SCORES			
School Mean Score	546	544	539
% Does Not Meet	2	3	18
% Partially Meets	24	31	28
% Meets	73	64	53
% Exceeds	2	2	0
Number of students tested	54	59	60
Percent of total students tested	96	100	98
Number of students excluded	2	0	1
Percent of students excluded	4	0	2
SUBGROUP SCORES (SES)			
Homes w/o Internet Access- % of students demonstrating proficiency	47	NA	NA
STATE SCORES			
State Mean Score	537	537	537
% Does Not Meet	12	12	11
% Partially Meets	43	44	48
% Meets	44	42	40
% Exceeds	1	1	1
SUBGROUP SCORES (SES)			
Homes w/o Internet Access- Performance Target %	35	NA	NA

	2002- 2003	2001- 2002	2000- 2001
Testing month December (Gr. 8 Writing)			
SCHOOL SCORES			
School Mean Score	544	543	539
% Does Not Meet	0	2	12
% Partially Meets	36	32	36
% Meets	60	66	51
% Exceeds	4	0	2
Number of students tested	54	59	60
Percent of total students tested	96	100	98
Number of students excluded	2	0	1
Percent of students excluded	4	0	2
SUBGROUP SCORES	NA	NA	NA
STATE SCORES			
State Mean Score	537	536	536
% Does Not Meet	5	11	10
% Partially Meets	54	50	50
% Meets	41	39	39
% Exceeds	<1	1	<1

	2002- 2003	2001- 2002	2000- 2001
Testing month March (Gr. 8 Math)			
SCHOOL SCORES			
School Mean Score	534	541	533
% Does Not Meet	11	7	22
% Partially Meets	60	35	44
% Meets	26	49	34
% Exceeds	2	9	0
Number of students tested	54	58	60
Percent of total students tested	100	98	95
Number of students excluded	0	1	3
Percent of students excluded	0	2	5
SUBGROUP SCORES (SES)			
Homes w/o Internet Access- % of students demonstrating proficiency			
STATE SCORES			
State Mean Score	528	527	528
% Does Not Meet	32	40	35
% Partially Meets	50	39	44
% Meets	17	20	19
% Exceeds	<1	1	1
SUBGROUP SCORES (SES)			
Homes w/o Internet Access- Performance Target %	13	NA	NA